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ABSTRACT

This guide is intended to provide teachers and administrators, especially in West Virginia, with information about high school dropouts, their characteristics, and ways to retain potential dropouts in high school. A pretest and answer key precede the text of the report. The first section presents an overview of the dropout problem and its consequences, such as the dropout's greater level of unemployment and lower earnings. In the second section, factors affecting attendance and enrollment are listed, and teachers are given methods for identifying potential dropouts. Checklists of characteristics and worksheets are provided for teachers to identify high-risk students. There is a report summary on dropouts in West Virginia, 1981-1982. The third section contains suggestions for preventing students from dropping out, such as tutoring, counseling, work-related schemes, alternative education, parent involvement, student-centered approaches, and other low-cost dropout prevention activities. The fourth section presents methods of evaluating the success of dropout prevention programs, while the fifth section consists of the results of a survey of dropout prevention activities in West Virginia in 1983. (KC)

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ED240278

BRIEF GUIDELINES ON

INFORMATION AND STRATEGY

FOR DROPOUT PREVENTION

IN WEST VIRGINIA

compiled by the

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How Much Do You Know About Dropout Prevention?

Directions: Select the best answer to each of the following questions based on your present knowledge of dropout prevention.

1. In West Virginia in the 1981-82 year, _____ students were considered dropouts.

   a. 3,549
   b. 8,960
   c. 6,638
   d. 11,291

2. The national high school graduation rate is _____% while the dropout rate is _____%.

   a. 85, 15
   b. 65, 35
   c. 80, 20
   d. 75, 25

3. National interest and federal support for dropout prevention peaked in the:

   a. 1960s
   b. 1980s
   c. mid-1960s
   d. early 1970s

4. The most common reason given by students for leaving school was:

   a. pregnancy
   b. didn't like school
   c. personal or family problems
   d. didn't see value of school

5. The view held by many educators is that a potential dropout can be identified as early as _____.

   a. three years old
   b. first grade
   c. fourth grade
   d. seventh grade

6. The underlying principle behind many dropout programs is to let students experience _____ and improve _____.

   a. success, attendance
   b. success, attitude
   c. failure, self-concept
   d. success, self-concept

7. While it is advantageous in meeting the needs of potential dropouts to identify these students, it is _____ to specifically label them as potential dropouts.

   a. alright
   b. helpful
   c. hazardous
   d. always beneficial

8. Below is a list containing suggestions of ways the education system could have better served non-completers (as determined by non-completers) in a Kumar and Bergstrand study (1979). Put these items in rank order as to the frequency of their response with 1 being the suggestions made most often, etc.

_____ plan for special needs	_____ provide more career counseling
_____ help locate jobs	_____ help develop talents and abilities
_____ make curriculum more practical	_____ emphasize vocational programs

9. List eight (8) common characteristics of potential dropouts:

10. List three (3) elements that should be basic to a comprehensive strategy for dropout prevention. *(Hint: Consider students, grade levels, services, approaches, etc.)*

Key to Pretest on Dropout Prevention

Correct Answer:

1. (c) 6,638
2. (d) 75, 25
3. (d) the early 1970's
4. (b) didn't like school
5. (b) first grade
6. (d) success, self-concept
7. (c) hazardous
8. (1) make curriculum more practical
   (2) plan for special needs
   (3) help develop talents and abilities
   (4) provide more career counseling
   (5) emphasize vocational programs
   (6) help locate jobs
9. Responses may include any combination of the following:

   absenteeism/truancy/frequent tardiness, poor grades, failure of grade, low math or reading score, lack of basic skills, failure in one or more schools, unable to tolerate structured activities, gifted and talented students (frequently bored with school), low perceptual performance, poor social adjustment, perhaps socially or emotionally disturbed, inability to relate to authority figures, expressed feelings of "not belonging", lack of identification with school, limited extra curricular participation, immature, suggestible, easily distracted, lack future orientation, unable to identify with other people, low educational level of parents, siblings or parents had been dropouts, excessively stressful home life, absence of father from home, verbal deficiency, family problems, more mobile than other students, failure to see relevance of education to life experiences, low level of self-esteem.

10. Responses may include any of the following:

    offers a variety of services--education, guidance, support services, can be tailored to meet the needs of the school and community, is preventive , is therapeutic, covers all students--grades K-12.

I. RATIONAL

For a long time concern has been expressed for students who did not complete their education, but until recently, it was not considered a major problem when compared to other educational issues. There was a time in the history of American public education when as many as 80% of the students left school before graduating. In the midst of the depression, 70% left school without any hope of finding a job, and it was as late as 1955 when 40% of the high school students left school before graduation, but it was still not considered a "problem". Since then, events have forced the government, the educational system and the general public to grapple with this situation. This is the case because many of the factors which are associated with the dropout problem today were of little concern a few years ago. At that time, employment was available to anyone who wanted a job. Today, however, all segments of the economy are finding it impossible to place everyone in jobs. This fact in the economic life of the nation, as well as the great technological advances that are being made, assure that the dropout will find it even more difficult to survive in this society.

Bert I. Green in Preventing Student Dropouts, enumerates seven factors why the dropout is a problem today:

1. Although the proportion of dropouts is decreasing a greater number of young people are leaving school.
2. Our present and developing economy requires a greater degree of skill than was previously required of our labor force.
3. The age at which a person enters the labor force is rising.
4. Too great an experience of frustration and failure deprives the student of the incentive to succeed.
5. The dropout may become a candidate for every program of social welfare throughout his/her life.
6. There are few places in our society for the dropout.
7. The dropout represents a major educational and social failure.

National interest in and federal support for dropout prevention peaked in the early 1970s. At that time, the arguments for and against dropout prevention programs focused mainly on economic issues. One well publicized report released in 1972 by the Senate Select Committee on Equal Educational Opportunity estimated that the national bill for failing to adequately educate all American youth exceeded $78 billion annually, The committee's estimate was based on the projected costs for lost tax revenues from high school dropouts age 25-34 ($71 billion), welfare and unemployment ($3 billion) and crime and crime prevention ($3 billion).

The committee's report did not include several significant costs associated with failure to attend or complete school. Some examples: the cost to youth themselves in terms of lost revenues; and the cost to school districts and citizens for that portion of vandalism, burglary and other crimes which can be attributed to out-of-school youth.

The committee mentioned several other detrimental effects of dropping out of school: reduced political participation, poorer health and adverse motivation.

Overview of the Dropout Problem

National estimates indicate that annually, approximately one million youth age 14-24, leave school without a diploma.

Data reported by HEW's National Center for Educational Statistics reflect percentages of graduates and dropouts for a given school year. These data indicate the national dropout rate increased from 22.2% (1970-71) to 25.4% (1976-77) while the number of graduates decreased from 77.8% (1970-71) to 74.6% (1976-77) (cited in Neill, 1979).

The numbers of youth not completing high school are further illustrated in the findings of Ann McDougall Young, an economist for the Office of Current

Employment Analysis, Bureau of Labor Statistics. Young estimates there are "approximately 5 million youth, age 16-24, who are not enrolled in school and who do not have a high school diploma" (cited in Neill, 1979, p. 29). Review of Young's findings also shows an increase during recent years in this "pool of youth". Table 1 indicates numbers of youth age 16-24 who are out of school without a diploma from 1973 to 1978.

TABLE 1

Youth Age 16-24 Out of School Without A Diploma

Year	Number of Youth
1973	4,721,000
1974	4,847,000
1976	4,981,000
1977	5,031,000
1978	5,113,000

(Neill, 1979, p. 29)

The role of school dropouts in the youth employment problem.

Increasing attention is being focused on the relationship between one's high school graduation status and one's employment status. While there are numerous factors that can be attributed to whether or not an individual is employed, obtaining a high school diploma does appear to influence one's ability to join the work force.

A Vice President's Task Force on Youth Employment conducted a comprehensive review throughout 1979 of the youth employment problem. Findings highlighted in a resulting report (The Vice President's Task Force on Youth Employment, 1980) emphasize the role a high school diploma may play in one's employment status. In presenting background material for youth employment policy, the editors conclude:

> The diploma remains an important credential in the job market. Youth with high educational attainment levels are less likely to be unemployed than those with less education. (Section 9)

Figure 1 indicates the national unemployment rates for 16-24 year olds not enrolled in school. For whites, blacks, and persons of Spanish origin, the unemployment rates were highest for those identified as "high school dropouts" compared to "high school graduates, no college," "college, 1 to 3 years," and "college graduates."

The conclusion was also drawn that more education means more income:

> More educational attainment yields greater earnings for youth. For both males and females, college graduates commanded a salary which is about twice that of employed youth with eight grades or less of schooling. (Section 9)

This conclusion is supported by data in Figure 2 that compares the median annual income (1976-1977) for males and females according to years of school completed. For both males and females, the median annual income increases with the number of years of school completed, "8 years or less" reporting the lowest incomes.

A recent follow-up study in Wisconsin determined the current occupational status of high school non-completers (1967-1976). Kumar and Bergstrand (1979) report that:

> While most (68%) non-completers are working either full or part time, the rate of unemployment (10%) among high school non-completers is much higher than the general population (p. iv).

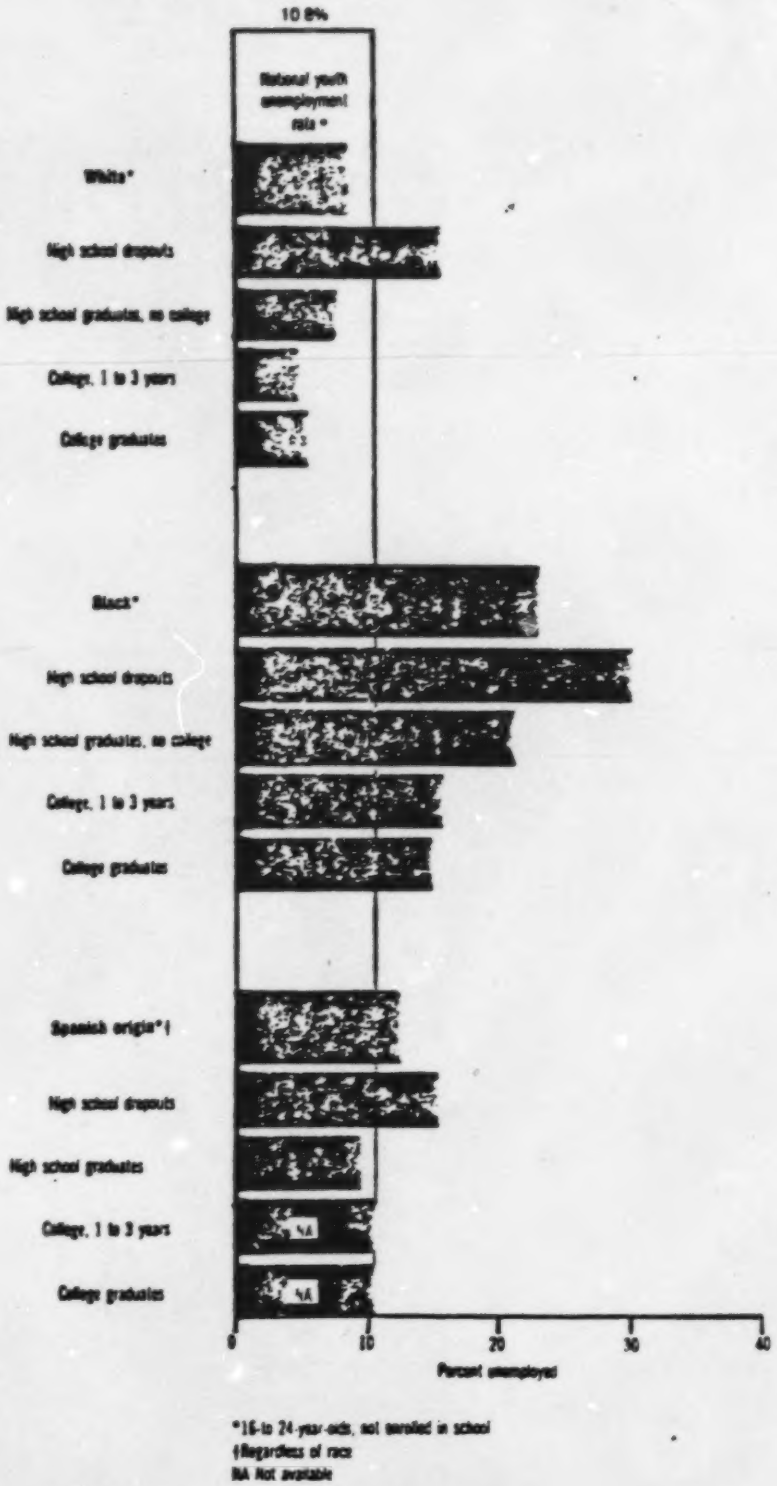
Lifetime Income Estimates for Males

Level of Schooling	Lifetime Income
8th grade	$ 343,730
High school, 1-2 years	$ 389,208
High school, 4 years	$ 478,873
College, 4 years	$ 757,923

U.S. Department of Commerce estimates, 1976

FIGURE 1

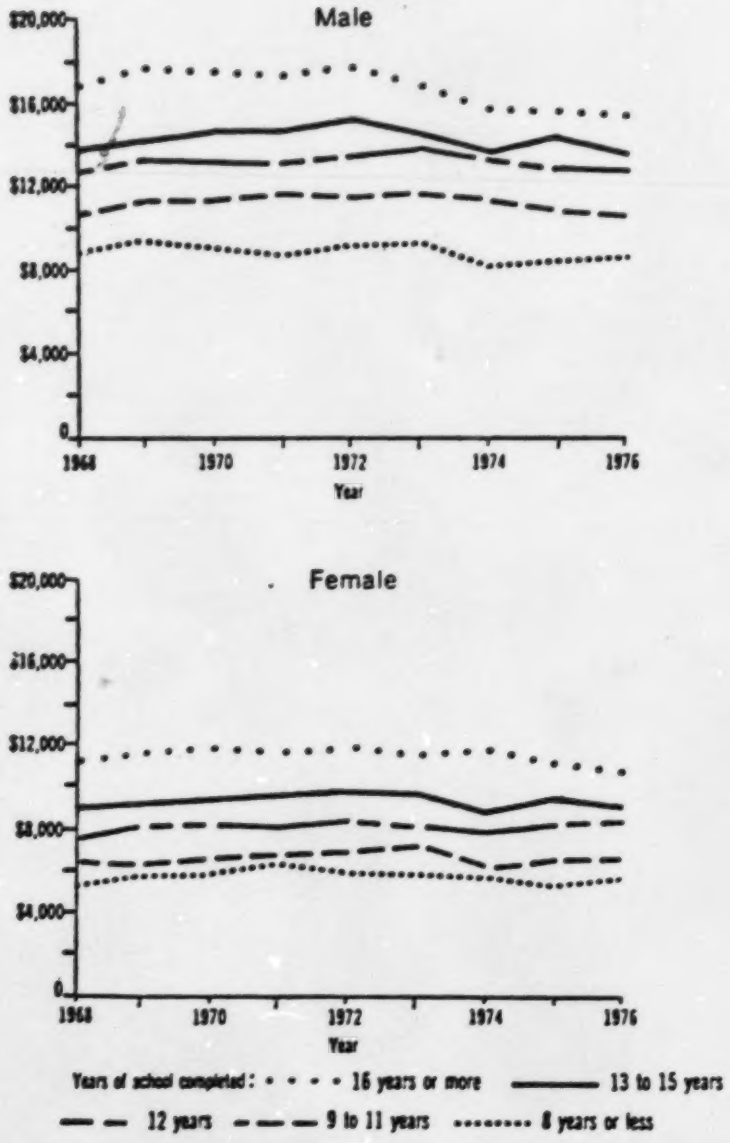
MORE EDUCATION REDUCES THE CHANCES OF UNEMPLOYMENT — 1978



SOURCE: National Center for Education Statistics, *The Condition of Education*, 1978

FIGURE 2 **MORE EDUCATION MEANS MORE INCOME**

MEDIAN ANNUAL INCOME IN CONSTANT (1976-1977) DOLLARS



SOURCE: National Center for Education Statistics, The Condition of Education, 1978

Update: Dropping Out and Employment/Income

One federally funded study completed in 1971 by Jerald G. Bachman and others of the University of Michigan's Institute for Social Research found family background and ability more reliable predictors of unemployment than high school completion. Bachman noted at the same time, however, that unemployment rates were twice as high for dropouts as for youth who stayed in school. His conclusions were based on a longitudinal study of one school age group. He contended that dropping out is a symptom of other family, socioeconomic, cultural or personal problems rather than a problem in itself. "The overall impression to be gained from the data," Bachman said, "is that dropping out does not change things a great deal -- at least not in ways that are apparent by the time a young man reaches the age of 19 or 20."

A seven year study, which followed the progress of a group of 16 to 19 year olds into their mid-20s was reported in the 1978 publication, *The Lingering Crisis of Youth Unemployment*. The study was sponsored by the W. E. Upjohn Institute for Employment Research and the U.S. Department of Labor.

Education, measured by years of school completed, leads to more weeks worked per year, higher hourly wages and significantly higher earnings. Greater economic and job experience successes were recorded for youth who either stayed in school or were continuously employed after dropping out.

"Unemployment of out-of-school youth has a "hangover" effect that puts these youth at a lifelong disadvantage in the labor market." It was noted that black male dropouts and black and white female dropouts were most seriously affected by adverse early labor market experiences. It was also found that not only does the dropout group never catch up with high school graduates in employment rates and earning levels, but dropouts fall further behind as they age.

Dropping Out of School and Labor Market Effects

U.S. Department of Labor (1981) statistics depict the negative labor market experiences of high school dropouts. The unemployment rate for dropouts was more than one and a half times that of youth of the same age who had graduated from high school. King (1978) also documented the well-known labor market problems of the high school dropout and discussed the difficulty in isolating the causes of these problems. He remarked, "Graduates may achieve a larger degree of labor market success not only because of more schooling, but part or all of their success may also be due to more favorable personal and/or environmental factors that are related both to the likelihood of obtaining schooling and success" (p. 1).

Consequences of Dropping Out of School

What are the consequences of dropping out of school prior to high school graduation? The answer to this question can be made from two value orientations. One value concerns the well-being of individuals within our society and the other value concerns the welfare of the total society. However, both values are related. If individuals are benefited, society is usually benefited. If individuals are hurt, society is usually hurt.

The Governor's Study Committee reviewed research studies and interviewed Ohio citizens for the purpose of identifying the consequences of dropping out of high school. The following is a summary of findings that shows a comparison between dropouts and high school graduates:

1. Dropouts are more frequently unemployed.
2. The lifetime income for male dropouts is approximately 70 percent of the income for male high school graduates without college experience.
3. The dropout is six to ten times more likely to be involved in crime.

4. 85 percent of state prison inmates are school dropouts.

5. Dropouts pay less tax monies and are more often on welfare.

6. Dropouts have fewer employment opportunities and fewer advancements.

7. Dropouts experience less sense of worth and personal satisfaction.

Substantial evidence is available to show that a strong relationship exists between dropping out of high school and many negative conditions that affect adversely the welfare of individuals and the total society. Also, a well-founded belief is held in the value and worth of the products of education. However, caution should be exercised in drawing the conclusion that the act of dropping out of school is the cause of the negative conditions for individuals and society. Dropping out of school may be the symptom that is commonly shared by the dropouts, but the basic cause or causes might be more complex.

No one can question that dropout prevention programs are an additional cost to the taxpayer, yet lack of such programs can cost the taxpayer even more over an extended period of time. It costs the taxpayer and the parent money to educate a child; however, it costs society more if our youth are undereducated. The Select Senate Committee on Equal Educational Opportunity, chaired by former Senator Walter Mondale (Minnesota), published a monograph in 1972 entitled "The Effects of Dropping Out." The study assessed the effect 25-34 year-old males, who did not complete high school for the year 1969, had on the nation. Jones, in his 1977 article entitled The Impact on Society of Youths Who Drop Out or Are Undereducated, summarized the Select Senate Committee findings. Jones reports that the study projects that these individuals will cost the nation (Jones, 1977, pp. 415-416):

1. $237 billion in income over their lifetime;

2. $71 billion in foregone government revenue - $47 billion to federal government and $24 billion to local government;

3. In contrast, it would have cost $40 billion to have the men ages 25-34 complete high school. Thus a net loss of $197 billion was exacted;

4. The welfare expenditure attributed to inadequate education is $3 billion per year;

5. The cost of inadequate education reflected by reduced political participation and intergenerational mobility is difficult to assess;

6. Each dollar generated for social investment in education generates six dollars over the lifetime of the group.

II. IDENTIFICATION OF POTENTIAL DROPOUTS

Members of the American Association of School District Administrators who participated in a survey identified numerous factors affecting attendance. These factors are presented below in rank order according to the frequency of response:

curriculum
sports and extra-curricular activities
teacher/staff attitude
teacher quality
student attitude
parent attitude
student academic achievement
vocational programs
attendance policy
proper class placement
community attitude
school atmosphere
school-home relations
student motivation
home environment
alternative programs
counseling
in-school discipline
peer pressure (Neill, 1979, p. 21)

Alvin Poussaint, Associate Professor of Psychiatry at Harvard University, is currently studying why students leave school. In a recent speech at a dropout prevention workshop in Minneapolis, Minnesota, he identified several *psychological* and *sociological* factors addressing why students drop out of school. Among them are:

integrated schools in the South have pushed blacks out of the schools (segregated schools offered support network, teachers knew families, etc.)

students are pushed out of school and let out of school

students don't have anyone to talk to

students lack skills--anxiety in failure

parents don't know how to provide support or an environment conducive to education (e.g., no quiet place to study at night)

ineffective testing (students are labeled and tracked by testing; students don't understand purpose of tests)

peer pressure and peer violence

drugs and alcohol

family problems

involvement with police, courts, criminal justice system--no cooperation with schools for education

racial conflicts; racial tension

busing (in Boston, number of dropouts increased with busing)

financial problems (e.g., no money, clothes, shoes, etc.)

suspensions and expulsions

pregnancy

marriage

psychological problems

little value of high school diploma (college graduates are taking jobs high school graduates formerly held)

homicide

television

Another question frequently asked is, "How do we know who is a potential dropout?" Studies generally identify factors that can be *indicators of potential dropouts at the secondary level,* including:

absenteeism/truancy/frequent tardiness

poor grades

low math and reading scores

failure in one or more schools

limited extra-curricular participation; lack of identification with school; expressed feelings of "not belonging"

poor social adjustment; perhaps socially or emotionally disturbed

low perceptual performance

low self-concept

inability to relate to authority figures

verbal deficiency

immature, suggestible, easily distracted, lack future orientation

unable to tolerate structured activities

unable to identify with other people

failure to see relevance of education to life experiences

gifted and talented students (frequently bored with school)

family problems

more mobile than other students

(Novak & Dougherty, 1979, pp. 9-10)

Many educators subscribe to the point of view that potential dropouts can sometimes be identified as early as the first grade. It has been suggested that when an elementary child fails a grade or fails reading, the teacher and district staff should be alert to the fact that this student needs special attention. Several factors that can be used as *indicators of potential dropouts by elementary school staff* include the following. It is noted that these indicators are also appropriate for use at the secondary level.

failure of grade or failure in reading

lack of basic skills; inability to read at appropriate grade level

low educational level of parents

siblings or parents have been dropouts

disruptive behavior and rebellious attitudes toward authority

excessively stressful home life

low level of self-esteem

absence of father from home

(Novak & Dougherty, 1979, pp. 9-10)

Identifying Characteristics of Potential Dropouts and Dropouts in Your School Districts

(Check Sheet)

The following list contains many characteristics of students who drop out of school. Please check ( ) those characteristics that describe potential dropouts and dropouts in your school district. Check all that apply.

___ poor grades over all

___ low math scores

___ failed in other schools

___ low perceptual performance in one or more areas

___ inability to identify with others

___ gifted and/or talented abilities-bored with school

___ been retained a grade

___ expressed feelings of not belonging in school

___ poor social adjustment

___ failed to see relevance of education to the life experiences

___ frequent health problems

___ acted socially or emotionally disturbed

___ general unacceptance by school staff

___ father/parent absent from home

___ generally not been accepted by his/her peers ("a loner")

___ low income family/serious economic problems

___ low or inappropriate self concept

___ frequent truancy

___ low reading scores

___ no future orientation

___ immature, suggestible, easily distracted behaviors

___ verbal deficiency

___ inability to tolerate structured activities

___ lack of identity with school

___ inability to relate to authority figures

___ disruptive behaviors

___ inability to function properly within traditional classroom

___ been emotionally neglected

___ rebellious attitudes towards authority

___ friends who are mostly older and out of school

___non-English speaking home

___ siblings or parents who have been dropouts

___ been more mobile than other students

___ contacts with police

___ alcohol or other drug use/abuse problems

___ frequent tardiness

___ little or no extra-curricular participation

___ parents with low educational level

___ loss of family member/friend through death

___ excessively stressful home life/ many family problems

___ poor communication between home and school

___ frequent absenteeism

___ lack of motivation, direction and drive

___ been physically/sexually abused

___ racial or ethnic minority background

___ other (please describe)

_____

_____

IDENTIFICATION & REFERRAL OF HIGH RISK YOUTH

The attached are sample forms used by schools to identify high risk youth for dropout prevention activities. These forms are to be completed by teachers and other individuals who work with students, both in and out of school.

The forms have been excerpted from Staying In...A Dropout Prevention Handbook, K-12, Novak & Dougherty, Eds., Vocational Studies Center, University of Wisconsin-Madison, 1981.

Figure 10

Sample In-School Referral Form

M E M O

TO: All staff (e.g., teachers, counselors, aides, support staff)

FROM: Dropout Prevention Staff/Name of Contact Person

RE: Referral of Candidates for Dropout Prevention Programs/ Interventions

DATE:

We would like to begin screening students who might be potential dropouts. We are looking for students who fit all or some of the following criteria:

- underachieving
- poor attendance
- significant difficulties in reading or math
- evidence of emotional problems (e.g., very low self-esteem, disruptive)

On the bottom, please list the students who you feel meet these criteria (any or all). Any additional criteria which you feel warrants special consideration, please note.

THANK YOU! for your cooperation. Please return by _____.
date

****

Recommendations for 19__-19__ School Year

STUDENT	CRITERIA	GRADE
1.		
2.		
3.		
4.		
5.		

Adapted from Alternative Learning Program, McFarland, WI: McFarland Community Schools, n.d.

Figure 11

Sample Referral Form for Out-of-School Use

I feel that _____ is not experiencing success in school and should get additional help. S/he is in grade _____ at _____ School, and has problems in the following areas:

_____

_____

His/her age is ____, sex is _____ and ethnic group (race) is _____

Another thing you should know about him/her is _____

_____

_____

In addition, I feel the following problem(s) might be adding to the student's lack of success:

_____ school attendance (absent a lot)

_____ low self-esteem

_____ is a discipline problem at school and/or home

_____ does not see the value of school

_____ other areas, e.g.:

_____

_____

_____ does not participate in extra-curricular activities (athletics, clubs, etc.)

_____ does not seem to have any friends at school

_____ seems to feel rejected

_____ by teachers

_____ by peers

_____ others

Please give more information on the problem area(s) you checked:

_____

_____

My relationship with this student is: _____
specify

For more information, I can be reached at: _____

Phone: _____ _____

We thank you for your concern.

Please send this for to: _____
Contact person - complete address

_____

Adapted from project Assistance to Increase Minority Students Success, Madison, WI: Madison Metropolitan School District, n.d.

Figure 20

Teacher Survey for Student Identification Process

Teachers:

We would like your help in identifying students for the Experience Based Education Program for next year. Below are some aspects that a student might possess to qualify for E.B.E. Please list any student who is 14 years old or older, and who you feel is a potential dropout. Just a reminder - the potential dropout may or may not be the student in your class who is acting out or a behavior problem. Often times the reserved students may possess dropout tendencies. Please keep this in mind when making your recommendations. After each student that you list please indicate at least one reason for your identification of that student by commenting in the space on the attached sheet. This will greatly assist us in making a final selection. Thank you.

1. Emotional	Exhibits emotional outbursts or withdrawal which makes it difficult to function in a rational manner.
2. Attendance	Truancy, habitual absences or tardies, frequent period skips.
3. Educational Achievement	Record of frequent failures throughout school. Functions below grade level.
4. Attitude	Personal motivation lacking Habitual lack of cooperation in classroom setting Reacts negatively toward authority figure.
5. Family Related	Parent or sibling influence to leave school. Broken home Parent with drug/alcohol problem. Other members of family dropped out.
6. Behavior	Creating a destructive atmosphere Abuse of school, fellow students, staff.
7. Peer Relations	One who follows peers regardless of consequences to self. The peers tend to be negative toward the school establishment. Those who have great difficulty relating to peers in a positive manner. (Loner?)
8. Self Concept	Satisfaction with self as a person is usually poor.
9. Self Prophecy	Has indicated a desire to leave school.

Source: Experience Based Education, Lincoln, NE: Lincoln Public Schools, 1974.

Figure 21

The "In Step" Program (Grade 7)

It has been our experience that students who experience adjustment problems throughout their elementary school years are those who are prime candidates for dropping out of school before graduation. Although there are exceptions to this trend, we felt that we should take steps to identify these students. Our plan is to work with them in developing a more positive attitude toward themselves and to their school setting.

Identifying criteria were derived from elementary teachers, principals and junior high school counselors. A list of the most commonly reoccurring characteristics of the typical dropout student are:

1. Lack of social or "getting along with others" skills.
2. Early involvement with law enforcement agencies.
3. Belonging to families with a traditional negativism towards education.
4. Shunned offers of help from school personnel.
5. Lower standards of health, hygiene and/or dress.
6. Grade placement beneath his or her age level.
7. Unstable home environment (alcoholism, divorce, abuse).

The counselors believe that these students suffer from poor self-images which, in turn, contribute to their hostility toward their peers and to their surroundings. Consequently, we have placed a heavy emphasis on materials designed to enhance the way they view themselves. Indeed, each lesson has the underlying goal of developing a more positive and accepting self-regard.

Identified students have been scheduled into Group Guidance classes just as all seven graders are. Each group is set at eight to ten students, in order to have more time for individual discussion. The materials covered are similar to the regular seventh grade units with the exception that there is more concentrated effort on improving self-concept.

The title "In Step" was selected for this group because these students are out of step with their school and society in general. Our ultimate goal is to bring them as close to being "in step" as possible.

Source: In Step. Neenah, WI: Neenah Joint School District, 1979.

DROPOUT SUMMARY

1981 - 1982

FOR THE

STATE OF WEST VIRGINIA

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION - - PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDV1005 PG 04049
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION NUMBER REPORTED	MINORITY BOYS 120	 GIRLS 89	 TOTAL 209	WHITE BOYS 3,642	 GIRLS 2,787	 TOTAL 6,429	TOTALS BOYS 3,762	 GIRLS 2,876	 TOTAL 6,638
	PERCENT			PERCENT			PERCENT		
ESEA PARTICIPATION									
YES	10.00%	7.86%	9.09%	8.40%	6.13%	7.41%	8.45%	6.18%	7.47%
NO	82.50%	89.88%	85.64%	83.93%	86.79%	85.17%	83.89%	86.89%	85.19%
NOT REPORTED	7.50%	2.24%	5.26%	7.66%	7.06%	7.40%	7.65%	6.91%	7.33%
EXCEPTIONAL CHILD									
NOT AN EXCEPTIONAL CHILD	78.33%	82.02%	79.90%	80.34%	89.59%	84.35%	80.27%	89.56%	84.21%
BEHAVIORAL DISORDER	1.66%	0.00%	0.95%	1.15%	0.28%	0.77%	1.16%	0.27%	0.78%
DEAF - BLIND	0.00%	0.00%	0.00%	0.00%	0.03%	0.01%	0.00%	0.03%	0.01%
GIFTED	0.00%	0.00%	0.00%	0.05%	0.03%	0.04%	0.05%	0.03%	0.04%
HEARING IMPAIRED	0.00%	0.00%	0.00%	0.13%	0.00%	0.07%	0.13%	0.00%	0.07%
EMR/TMR/PMR	7.50%	15.73%	11.00%	8.70%	5.31%	7.23%	8.66%	5.63%	7.35%
PHYSICALLY HANDICAPPED	0.00%	0.00%	0.00%	0.21%	0.17%	0.20%	0.21%	0.17%	0.19%
SPECIFIC LEARNING DISABILITIES	10.00%	1.12%	6.22%	6.39%	2.51%	4.71%	6.51%	2.46%	4.76%
SPECIFIC LANGUAGE IMPAIRED	0.00%	0.00%	0.00%	0.05%	0.03%	0.04%	0.05%	0.03%	0.04%
VISUALLY IMPAIRED	0.00%	0.00%	0.00%	0.13%	0.03%	0.09%	0.13%	0.03%	0.09%
NOT REPORTED	2.50%	1.12%	1.91%	2.80%	1.97%	2.44%	2.79%	1.94%	2.42%
PUPIL LIVING WITH									
PARENTS	39.16%	29.21%	34.92%	61.33%	48.00%	55.56%	60.63%	47.42%	54.91%
MOTHER	30.83%	42.69%	35.88%	17.16%	16.18%	16.73%	17.59%	17.00%	17.33%
FATHER	4.16%	1.12%	2.87%	4.14%	2.00%	3.21%	4.14%	1.98%	3.20%
MOTHER AND STEPFATHER	2.50%	4.49%	3.34%	5.32%	5.78%	5.49%	5.23%	5.66%	5.42%
FATHER AND STEPMOTHER	0.00%	1.12%	0.47%	1.18%	0.75%	0.99%	1.14%	0.76%	0.97%
GRANDPARENTS	8.33%	6.74%	7.65%	2.36%	2.65%	2.48%	2.55%	2.78%	2.65%
FOSTER PARENTS	6.66%	1.12%	4.30%	0.74%	0.89%	0.80%	0.93%	0.90%	0.91%
RELATIVES	7.50%	3.37%	5.74%	2.63%	3.01%	2.79%	2.79%	3.02%	2.89%
FRIENDS	0.00%	4.49%	1.91%	0.82%	2.97%	1.75%	0.79%	3.02%	1.76%
INSTITUTION	0.00%	2.24%	0.95%	0.63%	0.68%	0.62%	0.61%	0.66%	0.63%
SPOUSE	0.00%	2.24%	0.95%	0.96%	15.03%	7.86%	0.93%	14.63%	6.86%
ALONE	0.83%	1.12%	0.95%	0.98%	0.93%	0.96%	0.98%	0.93%	0.96%
NOT REPORTED	0.00%	0.00%	0.00%	1.70%	1.21%	1.49%	1.64%	1.18%	1.44%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION - - PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM005 PG 04050
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION	MINORITY			WHITE			TOTALS		
NUMBER REPORTED	BOYS 120	GIRLS 89	TOTAL 209	BOYS 3,642	GIRLS 2,787	TOTAL 6,429	BOYS 3,762	GIRLS 2,876	TOTAL 6,638
	PERCENT			PERCENT			PERCENT		
OCCUPATION OF FATHER									
PROFESSIONAL	1.66%	2.24%	1.91%	1.48%	1.25%	1.38%	1.48%	1.28%	1.40%
SKILLED	5.83%	7.86%	6.69%	17.10%	16.03%	16.64%	16.74%	15.78%	16.33%
UNSKILLED	13.33%	5.61%	10.04%	17.07%	16.25%	17.17%	17.72%	15.92%	16.94%
UNEMPLOYED	1.66%	3.37%	2.39%	6.01%	5.13%	5.63%	5.87%	5.07%	5.52%
RETIRED	1.66%	3.37%	2.39%	2.49%	2.08%	2.31%	2.47%	2.12%	2.31%
DISABLED	4.16%	3.37%	3.82%	4.39%	4.73%	4.54%	4.38%	4.69%	4.51%
UNKNOWN	63.33%	60.67%	62.20%	39.51%	43.34%	41.17%	40.27%	43.88%	41.83%
NOT REPORTED	0.33%	13.48%	10.52%	11.12%	11.15%	11.13%	11.03%	11.23%	11.11%
OCCUPATION OF MOTHER									
PROFESSIONAL	0.00%	2.24%	0.95%	1.23%	1.00%	1.13%	1.19%	1.04%	1.12%
SKILLED	4.16%	2.24%	3.34%	5.54%	5.70%	5.61%	5.50%	5.59%	5.54%
UNSKILLED	17.50%	15.73%	16.74%	16.66%	15.75%	16.27%	16.69%	15.75%	16.28%
UNEMPLOYED	14.16%	15.48%	15.07%	26.02%	24.45%	25.78%	26.42%	24.09%	25.41%
RETIRED	0.00%	1.12%	0.47%	0.24%	0.50%	0.35%	0.23%	0.52%	0.36%
DISABLED	0.00%	1.12%	0.47%	0.60%	0.71%	0.65%	0.58%	0.73%	0.64%
UNKNOWN	62.50%	60.67%	61.72%	41.48%	44.63%	42.85%	42.15%	45.13%	43.44%
NOT REPORTED	1.66%	3.37%	2.39%	7.58%	7.24%	7.32%	7.20%	7.12%	7.17%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION - - PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM005 PG 04051
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION NUMBER REPORTED	MINORITY BOYS 126	 GIRLS 89	 TOTAL 209	WHITE BOYS 3,642	 GIRLS 2,787	 TOTAL 6,429	TOTALS BOYS 3,762	 GIRLS 2,876	 TOTAL 6,638
	PERCENT			PERCENT			PERCENT		
ECONOMIC STATUS OF RESIDENCE									
PUBLIC ASSISTANCE	20.00%	15.73%	18.18%	12.02%	11.91%	11.97%	12.28%	12.03%	12.17%
BELOW AVERAGE	27.50%	22.47%	25.35%	25.69%	26.22%	26.03%	25.94%	26.11%	26.01%
AVERAGE	27.50%	22.47%	25.35%	32.20%	31.35%	31.84%	32.05%	31.88%	31.63%
ABOVE AVERAGE	0.83%	2.24%	1.43%	2.77%	2.47%	2.64%	2.71%	2.46%	2.60%
AFFLUENT	0.83%	0.00%	0.47%	0.13%	0.10%	0.12%	0.15%	0.10%	0.13%
UNKNOWN	22.50%	35.95%	28.22%	24.68%	26.55%	25.49%	24.61%	26.84%	25.57%
NOT REPORTED	0.83%	1.12%	0.95%	2.27%	1.36%	1.88%	2.23%	1.35%	1.85%
EDUCATION LEVEL OF FATHER									
H S DROPOUT	5.00%	5.61%	5.26%	21.03%	19.16%	20.22%	20.52%	18.74%	19.74%
H S GRADUATE	5.00%	1.12%	3.34%	7.49%	6.78%	7.18%	7.41%	6.60%	7.06%
G E D	0.83%	0.00%	0.47%	0.35%	0.28%	0.32%	0.37%	0.27%	0.33%
COLLEGE	3.33%	2.24%	2.87%	1.15%	0.75%	0.97%	1.22%	0.79%	1.03%
UNKNOWN	78.33%	83.14%	80.38%	59.82%	62.79%	61.11%	60.41%	63.42%	61.72%
NOT REPORTED	7.50%	7.86%	7.65%	10.13%	10.22%	10.17%	10.04%	10.15%	10.09%
EDUCATION LEVEL OF MOTHER									
H S DROPOUT	8.33%	8.98%	8.61%	22.54%	21.34%	22.02%	22.08%	20.96%	21.60%
H S GRADUATE	6.66%	0.00%	3.82%	8.86%	8.25%	8.60%	8.79%	7.99%	8.45%
G E D	0.83%	1.12%	0.95%	0.60%	0.50%	0.55%	0.61%	0.52%	0.57%
COLLEGE	0.00%	2.24%	0.95%	1.20%	1.00%	1.11%	1.16%	1.04%	1.11%
UNKNOWN	82.50%	85.39%	83.73%	60.59%	63.22%	61.73%	61.29%	63.90%	62.42%
NOT REPORTED	1.66%	2.24%	1.91%	6.17%	5.66%	5.95%	6.03%	5.56%	5.83%
EDUCATION LEVEL OF PARENTS									
BOTH H S DROPOUTS	5.00%	5.61%	5.26%	17.05%	16.46%	16.79%	16.66%	16.13%	16.43%
1 DROPOUT, 1 HS GRAD, GED, OR COLLEGE	1.66%	1.12%	1.43%	5.24%	3.65%	4.55%	5.13%	3.58%	4.45%
BOTH H S GRAD, G E D, OR COLLEGE	5.00%	1.12%	3.34%	5.76%	5.77%	5.77%	5.74%	5.63%	5.69%
ONE OR BOTH UNKNOWN	86.66%	89.88%	88.03%	65.26%	67.59%	66.27%	65.94%	68.28%	66.96%
NOT REPORTED	1.66%	2.24%	1.91%	6.67%	6.49%	6.59%	6.51%	6.36%	6.44%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION -- PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM005 PG 64052
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION	MINORITY			WHITE			TOTALS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
NUMBER REPORTED	120	89	209	3,642	2,787	6,429	3,762	2,876	6,638
	PERCENT			PERCENT			PERCENT		
MONTH OF CHANGE IN STATUS									
JANUARY	10.83%	5.61%	8.61%	8.64%	8.75%	8.69%	8.71%	8.65%	8.69%
FEBRUARY	13.33%	11.23%	12.44%	9.85%	10.54%	10.15%	9.96%	10.57%	10.22%
MARCH	15.33%	16.85%	16.03%	10.59%	11.01%	10.77%	10.68%	11.19%	10.90%
APRIL	9.16%	8.98%	9.09%	8.09%	6.92%	7.59%	8.13%	6.98%	7.63%
MAY	5.00%	2.24%	3.82%	6.34%	5.88%	6.14%	6.29%	5.77%	6.07%
JUNE	1.66%	2.24%	1.91%	1.12%	1.00%	1.07%	1.14%	1.04%	1.09%
SUMMER	8.33%	13.48%	10.52%	10.37%	10.87%	10.59%	10.51%	10.95%	10.59%
SEPTEMBER	8.33%	11.23%	9.56%	14.30%	13.74%	14.06%	14.11%	13.66%	13.91%
OCTOBER	9.16%	6.74%	8.13%	12.19%	12.23%	12.21%	12.09%	12.06%	12.08%
NOVEMBER	13.33%	11.23%	12.44%	9.82%	10.44%	10.09%	9.94%	10.46%	10.16%
DECEMBER	6.66%	10.11%	8.13%	7.68%	7.53%	7.62%	7.65%	7.61%	7.63%
NOT REPORTED	0.83%	0.00%	0.47%	0.93%	1.04%	0.97%	0.93%	1.00%	0.96%
AGE AT STATUS CHANGE									
UNDER 16	1.66%	6.74%	3.82%	4.53%	7.96%	6.01%	4.43%	7.92%	5.95%
16	25.00%	22.47%	23.92%	43.62%	46.29%	45.65%	43.03%	47.49%	44.96%
17	36.66%	46.06%	40.66%	28.58%	27.48%	28.10%	28.84%	28.05%	28.50%
18	27.50%	14.60%	22.00%	16.09%	12.23%	14.41%	16.45%	12.30%	14.65%
19	7.50%	8.98%	8.13%	4.50%	2.40%	3.59%	4.59%	2.60%	3.73%
OVER 19	1.66%	1.12%	1.43%	1.81%	1.00%	1.46%	1.80%	1.00%	1.46%
NOT REPORTED	0.00%	0.00%	0.00%	0.85%	0.60%	0.74%	0.82%	0.59%	0.72%
STUDENT STATUS									
FIRST TIME DROPPED	75.83%	76.40%	76.07%	79.62%	83.20%	81.17%	79.50%	82.99%	81.01%
DROPPED, RE-ENTERED CURRENT YEAR AND DROPPED AGAIN	13.33%	12.35%	12.91%	11.50%	10.15%	10.91%	11.56%	10.22%	10.98%
DROPPED, RE-ENTERED PRIOR TO CURRENT YEAR, AND DROPPED AGAIN	8.33%	8.98%	8.61%	7.08%	5.20%	6.26%	7.12%	5.31%	6.34%
DROPPED CURRENT YEAR, RE-ENTERED, DROPPED AGAIN	1.66%	1.12%	1.43%	0.82%	0.78%	0.80%	0.85%	0.79%	0.82%
NOT REPORTED	0.83%	1.12%	0.95%	0.96%	0.64%	0.82%	0.95%	0.66%	0.82%
GRADE AT EXIT									
BELOW GRADE 7	0.00%	1.12%	0.47%	0.35%	0.39%	0.37%	0.34%	0.41%	0.37%
GRADE 7	1.66%	0.00%	0.95%	2.93%	2.04%	2.55%	2.89%	1.98%	2.50%
GRADE 8	2.50%	1.12%	1.91%	7.90%	6.35%	7.23%	7.73%	6.18%	7.06%
GRADE 9	19.16%	9.61%	13.39%	23.69%	18.22%	21.32%	23.55%	17.83%	21.07%
GRADE 10	30.00%	33.70%	31.57%	27.48%	28.13%	27.76%	27.56%	28.30%	27.88%
GRADE 11	25.33%	40.44%	30.62%	20.23%	25.72%	22.61%	20.33%	26.10%	22.86%
GRADE 12	19.16%	14.60%	17.22%	13.34%	15.06%	14.09%	13.53%	15.05%	14.19%
NOT REPORTED	4.16%	3.37%	3.82%	4.03%	4.05%	4.04%	4.04%	4.03%	4.03%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION ---PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM005 PG 04053
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION NUMBER REPORTED	MINORITY BOYS 120	 GIRLS 89	 TOTAL 209	WHITE BOYS 3,642	 GIRLS 2,787	 TOTAL 6,429	TOTALS BOYS 3,762	 GIRLS 2,876	 TOTAL 6,638
	PERCENT			PERCENT			PERCENT		
CLASS SIZE									
LESS THAN 50	2.50%	6.74%	4.30%	5.87%	4.37%	5.22%	5.76%	4.45%	5.19%
50-100	9.16%	5.61%	7.65%	12.32%	12.63%	12.45%	12.22%	12.41%	12.30%
101-150	11.66%	6.74%	9.56%	19.16%	18.58%	18.91%	18.92%	18.21%	18.62%
151-200	17.50%	4.49%	11.96%	16.06%	17.07%	16.50%	16.10%	16.68%	16.36%
201-250	18.33%	17.97%	18.18%	16.00%	14.10%	15.18%	16.08%	14.22%	15.27%
251-300	19.16%	14.60%	17.22%	11.66%	11.12%	11.43%	11.90%	11.23%	11.61%
301-350	5.00%	10.11%	7.17%	4.39%	4.66%	4.51%	4.41%	4.83%	4.59%
351-400	1.66%	1.12%	1.43%	2.00%	1.72%	1.88%	1.99%	1.70%	1.86%
401-450	3.33%	12.35%	7.17%	2.74%	3.40%	3.03%	2.76%	3.68%	3.16%
451-500	2.50%	8.98%	5.26%	3.48%	4.09%	3.74%	3.49%	4.24%	3.79%
OVER 500	9.16%	11.23%	10.06%	5.76%	7.75%	6.62%	5.87%	7.85%	6.73%
NOT REPORTED	0.00%	0.00%	0.00%	0.49%	0.46%	0.48%	0.47%	0.45%	0.46%
ESTIMATED RANK-IN-CLASS									
TOP QUARTILE	0.00%	1.12%	0.47%	0.32%	2.18%	1.13%	0.31%	2.15%	1.11%
3RD QUARTILE	4.16%	2.24%	3.34%	3.48%	11.48%	6.95%	3.50%	11.19%	6.83%
2ND QUARTILE	19.16%	24.71%	21.53%	18.50%	32.61%	24.62%	18.52%	32.37%	24.52%
BOTTOM QUARTILE	75.00%	69.66%	72.72%	76.11%	51.66%	65.51%	76.07%	52.22%	65.74%
NOT REPORTED	1.66%	2.24%	1.91%	1.56%	2.04%	1.77%	1.56%	2.05%	1.77%
SCHOLASTIC ABILITY									
TOP QUARTILE	0.83%	0.00%	0.47%	0.85%	5.26%	1.89%	0.83%	5.10%	1.85%
3RD QUARTILE	5.00%	10.11%	7.17%	9.61%	17.58%	13.06%	9.46%	17.35%	12.88%
2ND QUARTILE	35.00%	38.20%	36.36%	32.34%	43.12%	37.01%	32.42%	42.97%	36.99%
BOTTOM QUARTILE	57.50%	49.43%	54.06%	54.72%	33.87%	45.68%	54.81%	34.35%	45.94%
NOT REPORTED	1.66%	2.24%	1.91%	2.47%	2.15%	2.33%	2.44%	2.15%	2.31%
ESTIMATED READING LEVEL									
TOP QUARTILE	0.83%	0.00%	0.47%	1.23%	4.26%	2.55%	1.22%	4.13%	2.48%
3RD QUARTILE	4.16%	11.23%	7.17%	10.24%	18.44%	13.79%	10.04%	18.21%	13.58%
2ND QUARTILE	35.83%	35.95%	35.88%	31.27%	41.65%	35.77%	31.41%	41.48%	35.77%
BOTTOM QUARTILE	55.83%	49.43%	53.11%	53.98%	32.83%	44.81%	54.04%	33.34%	45.07%
NOT REPORTED	3.33%	3.37%	3.34%	3.26%	2.79%	3.06%	3.26%	2.81%	3.07%
PROGRAM OF STUDIES									
COLLEGE PREP	3.33%	2.24%	2.87%	1.01%	2.98%	1.83%	1.08%	2.88%	1.86%
GENERAL	70.00%	71.91%	70.81%	65.15%	73.80%	68.90%	65.31%	73.74%	68.96%
SPECIAL-EDUCATION	16.66%	15.73%	16.26%	12.63%	7.03%	10.20%	12.75%	7.30%	10.39%
VOCATIONAL	9.16%	6.74%	8.13%	19.38%	14.02%	17.06%	19.05%	13.80%	16.78%
OTHER	0.83%	3.37%	1.91%	0.98%	1.43%	1.18%	0.98%	1.49%	1.20%
NOT REPORTED	0.00%	0.00%	0.00%	0.82%	0.78%	0.80%	0.79%	0.76%	0.78%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION - PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM005 PG 04854
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION	MINORITY			WHITE			TOTALS		
NUMBER REPORTED	BOYS 120	GIRLS 89	TOTAL 209	BOYS 3,642	GIRLS 2,787	TOTAL 6,429	BOYS 3,762	GIRLS 2,876	TOTAL 6,638
	PERCENT			PERCENT			PERCENT		
NUMBER OF YEARS RETAINED									
NONE	30.00%	37.07%	33.01%	31.90%	52.49%	40.83%	31.84%	52.01%	40.58%
ONE	29.16%	30.20%	33.01%	34.48%	27.19%	31.32%	34.31%	27.95%	31.37%
TWO	24.16%	11.23%	18.66%	21.27%	12.77%	17.59%	21.37%	12.72%	17.62%
THREE	9.16%	3.37%	6.69%	6.75%	2.65%	4.97%	6.83%	2.67%	5.03%
4 OR MORE	1.66%	3.37%	2.39%	1.37%	0.93%	1.18%	1.38%	1.08%	1.22%
NOT REPORTED	5.83%	6.74%	6.22%	4.28%	3.94%	4.09%	4.25%	4.03%	4.15%
COURSES FAILED AT LAST REPORT									
NONE	9.16%	22.47%	14.83%	15.67%	31.08%	22.32%	15.47%	30.73%	22.08%
ONE	10.83%	8.98%	10.04%	11.77%	15.03%	13.19%	11.74%	14.84%	13.09%
TWO	11.66%	11.23%	11.48%	13.61%	12.98%	13.34%	13.55%	12.93%	13.28%
THREE	10.83%	14.60%	12.44%	14.68%	10.22%	12.75%	14.56%	10.36%	12.74%
4 OR MORE	54.16%	37.07%	47.88%	41.43%	22.74%	35.93%	41.83%	28.99%	36.27%
NOT REPORTED	3.33%	5.61%	4.30%	2.80%	2.00%	2.45%	2.81%	2.12%	2.51%
ATTENDANCE IN JUNIOR HIGH (DATA BASED ON ALL DROPOUTS IN GRADES 7-12)									
REGULAR	26.66%	30.33%	28.22%	30.91%	33.72%	32.13%	30.78%	33.62%	32.01%
IRREGULAR	46.66%	35.95%	42.10%	41.51%	39.18%	40.50%	41.67%	39.08%	40.55%
TRUANT	18.33%	20.22%	19.13%	16.74%	15.32%	16.13%	16.79%	15.47%	16.22%
NOT REPORTED	8.33%	13.48%	10.52%	10.81%	11.76%	11.23%	10.73%	11.82%	11.20%
ATTENDANCE IN SENIOR HIGH (DATA BASED ON ONLY THE DROPOUTS IN GRADES 10-12)									
REGULAR	13.04%	14.94%	13.86%	17.19%	21.87%	19.25%	17.04%	21.44%	19.06%
IRREGULAR	34.78%	41.37%	37.62%	38.52%	38.47%	38.50%	38.39%	38.56%	38.47%
TRUANT	33.91%	34.48%	34.15%	17.74%	19.11%	18.35%	18.30%	19.62%	18.88%
NOT REPORTED	18.26%	9.19%	14.35%	26.53%	20.53%	23.89%	26.24%	20.15%	23.56%
DISCIPLINARY RECORD									
EXPULSION	3.33%	2.24%	2.87%	1.59%	0.96%	1.32%	1.64%	1.08%	1.37%
SUSPENSION	38.33%	16.85%	29.18%	23.72%	12.05%	18.66%	24.18%	12.20%	18.99%
WARNING	16.66%	15.73%	16.26%	11.58%	10.72%	11.16%	11.66%	10.88%	11.32%
MINOR RULE-INFRACTION	7.50%	6.74%	7.17%	13.97%	9.83%	12.17%	13.76%	9.73%	12.02%
OTHER DISCIPLINARY ACTION	3.33%	2.24%	2.87%	1.61%	1.21%	1.44%	1.67%	1.25%	1.49%
NO DISCIPLINE RECORD	26.66%	50.56%	36.84%	42.14%	61.49%	50.53%	41.65%	61.16%	50.10%
NOT REPORTED	4.16%	5.61%	4.78%	5.43%	3.69%	4.68%	5.39%	3.75%	4.68%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION-----PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM003 PG 04055
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION	MINORITY			WHITE			TOTALS		
NUMBER REPORTED	BOYS 120	GIRLS 89	TOTAL 209	BOYS 3,642	GIRLS 2,787	TOTAL 6,429	BOYS 3,762	GIRLS 2,876	TOTAL 6,638
	PERCENT			PERCENT			PERCENT		
EXTRA-CURRICULAR ACTIVITIES									
NEVER PARTICIPATED	48.33%	51.68%	49.76%	60.59%	55.68%	58.46%	60.20%	55.56%	58.19%
SELDOM PARTICIPATED	32.50%	38.20%	34.92%	30.58%	33.83%	31.99%	30.64%	33.97%	32.08%
REGULARLY PARTICIPATED	11.66%	5.61%	9.09%	5.44%	7.31%	6.26%	5.66%	7.26%	6.35%
EXTENSIVELY PARTICIPATED	0.83%	0.00%	0.47%	0.43%	0.53%	0.48%	0.45%	0.52%	0.48%
NO OPPORTUNITY FOR PARTICIPATION	5.83%	4.49%	5.26%	1.78%	1.68%	1.74%	1.91%	1.77%	1.85%
NOT REPORTED	0.83%	0.00%	0.47%	1.12%	0.93%	1.04%	1.11%	0.98%	1.02%
WHOSE IDEA TO LEAVE SCHOOL									
PUPIL	71.66%	69.66%	70.81%	79.87%	79.04%	79.51%	79.61%	78.75%	79.24%
PARENT	4.16%	3.37%	3.82%	2.53%	3.50%	2.87%	2.59%	3.38%	2.90%
GUARDIAN	0.83%	2.24%	1.43%	0.19%	0.28%	0.23%	0.21%	0.34%	0.27%
RELATIVE	0.83%	0.00%	0.47%	0.10%	0.00%	0.06%	0.13%	0.00%	0.07%
FRIEND	0.00%	0.00%	0.00%	0.00%	0.03%	0.01%	0.00%	0.03%	0.01%
SCHOOL	10.83%	6.74%	9.09%	2.71%	1.72%	2.28%	2.97%	1.87%	2.50%
SPOUSE	0.00%	0.00%	0.00%	0.05%	1.11%	0.51%	0.05%	1.07%	0.49%
UNKNOWN	11.66%	17.97%	14.35%	13.37%	13.09%	13.25%	13.31%	13.24%	13.28%
NOT REPORTED	0.00%	0.00%	0.00%	1.34%	1.11%	1.24%	1.30%	1.07%	1.20%
SPECIAL EFFORTS MADE BY SCHOOL									
REFERRED TO GUIDANCE COUNSELOR	24.16%	19.10%	22.00%	27.32%	29.81%	28.40%	27.21%	29.48%	28.20%
REFERRED TO SOCIAL SERVICES	1.66%	2.24%	1.91%	0.98%	1.58%	1.16%	0.93%	1.52%	1.19%
REFERRED TO ATTENDANCE DIRECTOR	10.00%	10.11%	10.04%	8.10%	7.78%	8.01%	8.24%	7.85%	8.07%
REFERRED TO OTHER AGENCIES	3.33%	2.24%	2.87%	1.53%	1.82%	1.66%	1.59%	1.84%	1.70%
REFERRED TO HEALTH NURSE	0.00%	0.00%	0.00%	0.02%	0.21%	0.10%	0.02%	0.20%	0.10%
WORK-STUDY PROGRAM	0.00%	1.12%	0.47%	0.82%	0.25%	0.57%	0.79%	0.27%	0.57%
MODIFIED PROGRAM	10.00%	5.61%	8.13%	8.89%	5.59%	7.46%	8.93%	5.59%	7.48%
TUTORING	0.00%	0.00%	0.00%	0.16%	0.32%	0.23%	0.15%	0.31%	0.22%
OTHER	5.00%	2.24%	3.82%	4.96%	4.66%	4.83%	4.97%	4.58%	4.80%
NONE OF ABOVE	20.00%	34.83%	26.31%	28.96%	29.78%	29.32%	28.68%	29.93%	29.22%
NOT REPORTED	25.83%	22.47%	24.40%	18.20%	18.22%	18.21%	18.44%	18.35%	18.40%
EXIT INTERVIEW WITH WHOM									
COUNSELOR	22.50%	23.59%	22.96%	24.54%	28.23%	26.14%	24.48%	28.09%	26.04%
PRINCIPAL	7.50%	5.37%	5.74%	14.33%	10.07%	12.03%	14.11%	10.43%	12.60%
TEACHER	0.00%	2.24%	0.95%	1.34%	1.47%	1.39%	1.30%	1.49%	1.38%
ATTENDANCE DIRECTOR	12.50%	10.11%	11.48%	5.62%	5.52%	5.58%	5.84%	5.66%	5.76%
COMBINATION	15.00%	11.23%	13.39%	10.24%	9.11%	9.75%	10.39%	9.17%	9.86%
OTHER PERSON	6.66%	6.74%	6.69%	2.80%	4.05%	3.34%	2.92%	4.13%	3.44%
NONE HELD	34.16%	41.57%	37.32%	37.23%	36.95%	37.11%	37.13%	37.10%	37.11%
NOT REPORTED	1.66%	1.12%	1.43%	3.87%	3.76%	3.82%	3.80%	3.68%	3.75%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION----PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM005 PG 04056
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION	MINORITY			WHITE			TOTALS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
NUMBER REPORTED	120	89	209	3,642	2,787	6,429	3,762	2,876	6,638
	PERCENT			PERCENT			PERCENT		
WAS PARENT CONTACTED									
YES	71.66%	74.15%	72.72%	63.48%	59.84%	61.98%	63.74%	60.29%	62.24%
NO	25.83%	23.59%	24.88%	34.07%	38.57%	36.02%	33.81%	38.18%	35.67%
NOT REPORTED	2.50%	2.24%	2.39%	2.44%	1.57%	2.06%	2.44%	1.59%	2.07%
PARENTS ATTITUDE TOWARD DROPPING OUT									
ENCOURAGED LEAVING	9.16%	7.86%	8.61%	8.86%	10.03%	9.72%	8.87%	10.74%	9.68%
INDIFFERENT	22.50%	26.96%	24.40%	27.42%	27.41%	27.42%	27.27%	27.39%	27.32%
ENCOURAGED STAYING	22.50%	16.85%	20.09%	25.12%	20.52%	23.12%	25.03%	20.41%	23.03%
UNKNOWN	45.00%	46.06%	45.45%	36.05%	39.46%	37.53%	36.33%	39.67%	37.78%
NOT REPORTED	0.83%	2.24%	1.43%	2.52%	1.75%	2.19%	2.47%	1.77%	2.16%
WOULD STAY IN SCHOOL IF									
WORK-STUDY	0.83%	0.00%	0.47%	0.52%	0.17%	0.37%	0.53%	0.17%	0.37%
FINANCIAL AID	0.00%	2.24%	0.95%	0.49%	0.00%	0.31%	0.42%	0.00%	0.32%
SPECIAL EDUCATION	0.00%	0.00%	0.00%	0.27%	0.10%	0.20%	0.26%	0.10%	0.19%
COULD RECEIVE A SALABLE SKILL	1.66%	1.12%	1.43%	1.34%	1.14%	1.25%	1.35%	1.14%	1.26%
HOME BOUND INSTRUCTION	0.00%	1.12%	0.47%	0.10%	1.54%	0.73%	0.10%	1.52%	0.72%
MORE GUIDANCE	0.00%	0.00%	0.00%	0.69%	0.75%	0.66%	0.58%	0.73%	0.64%
WORK RELEASE	0.00%	0.00%	0.00%	0.30%	0.14%	0.23%	0.29%	0.13%	0.22%
INDIVIDUAL TUTORING	0.83%	1.12%	0.95%	0.41%	0.32%	0.37%	0.42%	0.34%	0.39%
RECOGNITION BY PEER GROUP	0.83%	0.00%	0.47%	0.21%	0.35%	0.27%	0.23%	0.34%	0.28%
RECOGNITION BY TEACHERS	0.00%	0.00%	0.00%	0.21%	0.07%	0.15%	0.21%	0.06%	0.15%
ADULT EDUCATION COURSES	0.83%	0.00%	0.47%	0.57%	0.50%	0.54%	0.58%	0.48%	0.54%
DIFFERENT COURSES	0.00%	0.00%	0.00%	1.95%	0.68%	1.29%	1.70%	0.66%	1.25%
HELP IN SUBJECT AREA	0.00%	0.00%	0.00%	0.90%	0.43%	0.69%	0.87%	0.41%	0.67%
UNDER NO CONDITIONS	45.83%	42.69%	44.49%	50.98%	51.13%	51.00%	50.74%	50.86%	50.79%
UNKNOWN	49.16%	51.68%	50.23%	39.42%	40.25%	39.78%	39.73%	40.61%	40.11%
NOT REPORTED	0.00%	0.00%	0.00%	1.97%	1.75%	1.88%	1.91%	1.70%	1.82%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION - PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM885 PG 04057
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION	MINORITY			WHITE			TOTALS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
NUMBER REPORTED	120	89	209	3,642	2,787	6,429	3,762	2,876	6,638
	PERCENT			PERCENT			PERCENT		
DROPOUT REASON GIVEN BY PUPIL									
TRANSPORTATION DIFFICULTY	0.00%	0.00%	0.00%	0.10%	0.17%	0.13%	0.10%	0.17%	0.13%
PHYSICAL ILLNESS	0.00%	1.12%	0.47%	0.71%	1.47%	1.04%	0.69%	1.46%	1.02%
CLASS SCHEDULE CONFLICT	0.00%	0.00%	0.00%	0.10%	0.03%	0.07%	0.10%	0.03%	0.07%
PHYSICAL DISABILITY	1.66%	0.00%	0.95%	0.16%	0.32%	0.23%	0.21%	0.31%	0.25%
INAPPROPRIATE IEP	0.00%	0.00%	0.00%	0.02%	0.00%	0.01%	0.02%	0.00%	0.01%
MENTAL DISABILITY	0.00%	1.12%	0.47%	0.16%	0.14%	0.15%	0.15%	0.17%	0.16%
BEHAVIORAL DIFFICULTY	3.33%	1.12%	2.39%	1.75%	0.68%	1.25%	1.80%	0.62%	1.29%
ACADEMIC DIFFICULTY	5.83%	4.49%	5.26%	7.38%	3.55%	5.72%	7.33%	3.58%	5.70%
LACK OF APPROPRIATE CURRICULUM	0.83%	0.00%	0.47%	0.82%	0.43%	0.65%	0.82%	0.41%	0.64%
POOR PUPIL-STAFF RELATIONSHIP	1.66%	0.00%	0.95%	0.98%	0.53%	0.79%	1.01%	0.52%	0.79%
POOR RELATIONSHIP WITH FELLOW PUPILS	0.00%	0.00%	0.00%	0.63%	0.78%	0.69%	0.61%	0.76%	0.67%
DISLIKE OF SCHOOL EXPERIENCES	16.66%	10.11%	13.87%	22.07%	16.79%	19.78%	21.90%	16.58%	19.59%
PARENTAL INFLUENCE	0.83%	0.00%	0.47%	0.46%	1.04%	0.71%	0.47%	1.00%	0.70%
NEEDED AT HOME	0.00%	3.37%	1.43%	1.04%	2.15%	1.52%	1.01%	2.19%	1.52%
ECONOMIC REASONS	0.00%	1.12%	0.47%	1.64%	1.00%	1.36%	1.59%	1.00%	1.34%
EMPLOYMENT	0.83%	1.12%	0.95%	3.32%	0.82%	2.23%	3.24%	0.83%	2.19%
MARRIAGE	0.00%	2.24%	0.95%	0.76%	13.77%	6.40%	0.74%	13.42%	6.23%
PREGNANCY	0.00%	7.86%	3.34%	0.08%	6.96%	3.06%	0.07%	6.98%	3.07%
FAMILY CARE RESPONSIBILITY	0.83%	3.37%	1.91%	0.41%	3.08%	1.57%	0.42%	3.09%	1.58%
LACK OF INTEREST OR MOTIVATION	37.50%	19.10%	29.66%	31.57%	23.07%	27.88%	31.76%	22.94%	27.94%
OTHER	10.00%	12.35%	11.00%	4.22%	3.26%	3.81%	4.41%	3.54%	4.03%
UNKNOWN	19.16%	25.84%	22.00%	16.55%	15.50%	16.09%	16.44%	15.82%	16.28%
NOT REPORTED	0.83%	5.61%	2.87%	4.94%	4.44%	4.72%	4.81%	4.48%	4.67%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION ----PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM005 PG 04058
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION	MINORITY			WHITE			TOTALS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
NUMBER REPORTED	128	89	289	3,642	2,787	6,429	3,762	2,876	6,638
	PERCENT			PERCENT			PERCENT		
DROPOUT REASON GIVEN BY SCHOOL									
TRANSPORTATION DIFFICULTY	0.00%	0.00%	0.00%	0.02%	0.03%	0.03%	0.02%	0.03%	0.03%
PHYSICAL ILLNESS	0.00%	0.00%	0.00%	0.41%	1.04%	0.68%	0.39%	1.00%	0.66%
CLASS SCHEDULE CONFLICT	0.00%	0.00%	0.00%	0.02%	0.03%	0.03%	0.02%	0.03%	0.03%
PHYSICAL DISABILITY	1.66%	0.00%	0.95%	0.08%	0.21%	0.13%	0.13%	0.28%	0.16%
INAPPROPRIATE IEP	0.00%	0.00%	0.00%	0.05%	0.03%	0.04%	0.05%	0.03%	0.04%
MENTAL DISABILITY	0.00%	0.00%	0.00%	0.21%	0.21%	0.21%	0.21%	0.28%	0.21%
BEHAVIORAL DIFFICULTY	5.83%	1.12%	3.82%	3.78%	1.93%	2.98%	3.85%	1.91%	3.01%
ACADEMIC DIFFICULTY	9.16%	5.61%	7.65%	10.24%	4.59%	7.79%	10.20%	4.62%	7.78%
LACK OF APPROPRIATE CURRICULUM	2.50%	0.00%	1.43%	1.12%	0.68%	0.90%	1.16%	0.59%	0.91%
POOR PUPIL-STAFF RELATIONSHIP	1.66%	0.00%	0.95%	0.05%	0.35%	0.52%	0.09%	0.34%	0.34%
POOR RELATIONSHIP WITH FELLOW PUPILS	0.83%	0.00%	0.47%	0.35%	0.68%	0.49%	0.37%	0.66%	0.49%
DISLIKE OF SCHOOL EXPERIENCES	10.83%	7.86%	9.56%	15.10%	12.91%	14.15%	14.96%	12.76%	14.01%
PARENTAL INFLUENCE	0.83%	1.12%	0.95%	0.98%	1.65%	1.27%	0.98%	1.63%	1.26%
NEEDED AT HOME	0.00%	2.24%	0.95%	0.41%	1.25%	0.77%	0.39%	1.28%	0.78%
ECONOMIC REASONS	0.00%	0.00%	0.00%	1.15%	0.78%	0.99%	1.11%	0.76%	0.96%
EMPLOYMENT	0.83%	1.12%	0.95%	2.38%	0.53%	1.58%	2.33%	0.55%	1.56%
MARRIAGE	0.00%	1.12%	0.47%	0.57%	12.34%	5.67%	0.55%	11.99%	5.57%
PREGNANCY	0.00%	6.74%	2.87%	0.08%	6.74%	2.97%	0.07%	6.74%	2.96%
FAMILY CARE RESPONSIBILITY	1.66%	2.24%	1.91%	0.30%	2.94%	1.44%	0.34%	2.92%	1.46%
LACK OF INTEREST OR MOTIVATION	44.16%	37.07%	41.14%	44.86%	33.47%	39.47%	44.07%	33.58%	39.52%
OTHER	12.50%	11.23%	11.96%	4.28%	3.91%	4.12%	4.54%	4.13%	4.36%
UNKNOWN	6.66%	19.10%	11.96%	8.95%	9.47%	9.17%	8.87%	9.77%	9.26%
NOT REPORTED	0.83%	3.37%	1.91%	4.69%	4.19%	4.47%	4.57%	4.17%	4.39%

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION - - PROGRAM SUPPORT SERVICES

DROPOUT REPORT SUMMARY
1981-1982
FOR THE STATE OF WEST VIRGINIA

REPORT NO. EDM885 PG 84059
CURRENT DATE - 12/09/82
REPORT DATE - 12/09/82

DESCRIPTION	MINORITY BOYS	MINORITY GIRLS	MINORITY TOTAL	WHITE BOYS	WHITE GIRLS	WHITE TOTAL	TOTALS BOYS	TOTALS GIRLS	TOTALS TOTAL
NUMBER REPORTED	120	89	209	3,642	2,787	6,429	3,762	2,876	6,638
	PERCENT			PERCENT			PERCENT		
WORK PLANS									
HAS FULL-TIME JOB	1.66%	0.00%	0.95%	6.89%	2.54%	5.00%	6.72%	2.46%	4.88%
HAS PART-TIME JOB	4.16%	5.61%	4.78%	6.58%	3.33%	5.17%	6.91%	3.40%	5.16%
ARMED SERVICES	4.16%	0.00%	2.39%	4.03%	0.35%	2.44%	4.04%	0.34%	2.44%
HAS PROSPECT OF JOB	3.33%	0.00%	1.91%	7.99%	4.01%	6.26%	7.84%	3.89%	6.13%
HAS NO PROSPECT OF JOB	8.33%	6.74%	7.65%	12.43%	9.97%	11.37%	12.30%	9.87%	11.25%
NOT SEEKING JOB	14.16%	25.84%	19.13%	11.64%	29.96%	19.58%	11.72%	29.83%	19.56%
UNKNOWN	62.50%	61.79%	62.20%	49.50%	49.37%	49.44%	49.92%	49.75%	49.84%
NOT REPORTED	1.66%	0.00%	0.95%	0.90%	0.43%	0.69%	0.93%	0.41%	0.70%
FUTURE EDUCATIONAL PLANS									
ADULT EDUCATION	2.50%	2.24%	2.39%	1.64%	1.21%	1.46%	1.67%	1.25%	1.49%
CORRESPONDENCE SCHOOL	0.00%	0.00%	0.00%	0.08%	0.10%	0.09%	0.07%	0.10%	0.09%
EQUIVALENCY DIPLOMA	9.16%	7.86%	8.61%	9.83%	9.47%	9.22%	9.83%	9.42%	9.20%
FED. TRAINING	4.16%	0.00%	2.39%	0.93%	0.14%	0.59%	1.03%	0.13%	0.64%
UNDECIDED	9.16%	13.48%	11.00%	11.47%	11.73%	11.58%	11.40%	11.78%	11.56%
RETURN LATER	5.83%	3.37%	4.78%	5.51%	8.43%	6.78%	5.52%	8.27%	6.71%
HOME	12.50%	17.97%	14.83%	21.63%	20.66%	21.21%	21.34%	20.58%	21.01%
UNKNOWN	55.83%	55.05%	55.50%	48.43%	47.36%	47.97%	48.67%	47.60%	48.20%
NOT REPORTED	0.83%	0.00%	0.47%	1.23%	0.86%	1.07%	1.22%	0.83%	1.05%

RACE (DATA GIVEN BY NUMBER REPORTED, NOT BY PERCENTAGE)

WHITE		BLACK		OTHER	
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
3,642	2,787	115	87	5	2

NO. OF STUDENTS NOT INCLUDED IN ABOVE REPORT BECAUSE OF INSUFFICIENT REPORTING 0

TOTAL NUMBER OF DROPOUTS 6,638

How Do Schools Address Dropout Prevention?

Nationwide, school districts are using a variety of approaches to reduce dropout rates. The underlying theme of many programs is to let students experience success and improve their own self-image. Frequently, this involves helping students set short-term, attainable goals. The types of programs and activities identified include the following:

remedial classes and basic skills classes

reading programs

tutoring programs

motivational development activities

alternative education programs or schools

work experience activities

on-the-job training

counseling activities

parent involvement

self-awareness classes

school age parents programs

work-study programs

career education activities

vocational/occupational education activities and classes

evening and/or weekend classes

Studies indicate that similar types of programs and activities are being made available to potential dropouts.

Generally, educators say that dropping out, along with truancy and absenteeism, are complex problems "which defy easy solution" (Neill, 1979, p. 63). This leads to the conclusion that there is no single answer or easy answer to dropout prevention.

One school system that has identified general characteristics of successful dropout prevention programs is the Denver Public School System. The district states that a dropout prevention program

> ...should be tailored to fit the pupil needs of a particular school and, within the school, of each participating pupil... A determination should be made of the reasons for pupils dropping out of a particular school. Based on these reasons, a program should then be constructed, implemented, evaluated and modified as necessary.

The district concludes that dropout prevention must "begin at the primary level and continue through the secondary years" (Neill, 1979, p. 63).

Identifying Approaches in Your School District That Help Students Stay in School

(Worksheet)

The following is a list of approaches that various school districts are using to address the problem of students leaving school before graduating. Please check ( ) those that you feel are current activities or efforts in your school district designed to help students stay in school.

- ____ remedial classes
- ____ tutoring programs (including peer tutoring)
- ____ evening and/or weekend classes
- ____ motivational development activities
- ____ parent involvement
- ____ vocational/occupational education activities and classes
- ____ school age parents program
- ____ career education activities
- ____ on-the-job training
- ____ experiential learning activities
- ____ self-awareness classes
- ____ home-school counselor/coordinator
- ____ goal attainment (short term attainable goals)
- ____ health screening
- ____ basic skills classes
- ____ counseling activities (including peer counseling)
- ____ reading programs
- ____ advisement activities
- ____ parenting classes
- ____ alternative education programs or schools
- ____ special education programs
- ____ work experience activities
- ____ work study programs
- ____ adopt-a-student activities
- ____ decision-making activities
- ____ parent education
- ____ alcohol and other drug use/ abuse programs
- ____ truancy committee

III. IDENTIFYING APPROACHES FOR DROPOUT PREVENTION

Due to the numerous and complex factors influencing youth to drop out of school, there is no single or easy solution that can be prescribed to work in all schools and communities or with all students. Six general categories of approaches have been identified which reflect commonly utilized dropout prevention efforts. These six categories are labeled:

tutorial approaches

counseling/advising approaches

work-related approaches

alternative curriculum approaches

parent involvement approaches

student-centered approaches

Variations in Tutoring Efforts

Tutoring programs can be implemented in a variety of ways. The persons serving as tutors may vary from school to school. For example, tutors can include professionals, adult aides, students, parents, retired educators and community volunteers. Tutoring efforts may be structured or unstructured. Some may emphasize personal or social growth while others focus on academic skills. While one school might choose to develop an extensive program, another might offer services to only those low-achieving students who are specifically identified as needing assistance.

The different types of tutoring efforts found in schools today are illustrated in the following examples of how tutoring approaches are implemented and used with students:

program personnel staff a resource room where identified students come for remedial education, help with coursework and informal counseling

CETA eligible high school students are paid to tutor elementary students in basic skills

a tutor (aide or teacher) is available to work with students during study hall

a reading apecialist works with small groups on reading skills and reading problems

high school students tutor other high school, junior high and elementary students for credit

high school students identified as potential dropouts tutor students in the elementary and/or middle schools

Implementing Counseling/Advising Approaches

Counseling and/or advising activities can be implemented in a variety of ways. For example,

counseling and/or advising can be formal or informal. In a formal approach, meetings are usually scheduled on a regular basis and the meetings are arranged for the expressed purpose of counseling. An informal approach could involve a counselor or teacher making a special effort to talk with a student on a daily basis. Meetings are not necessarily planned on a regular basis and are viewed as chances to talk or touch base, rather than as formal sessions.

counseling and/or advising can be directed to a group or an individual.

academic, personal, developmental and/or procedural counseling/advising can be emphasized. Academic counseling/advising helps the student with study skills and other learning problems. Personal counseling/advising helps students deal with personal or family problems. Developmental counseling/advising is often considered preventive because they can help students prepare to cope with developmental tasks (e.g., assuming independence). Procedural counseling/advising focuses on the rules and policies of the school such as helping a student schedule courses or disciplining a student for smoking.

counseling/advising can be provided by anyone in a helping position. Counseling/advising services to potential dropouts are frequently offered by school counselors, program or activity personnel, teachers, social workers and others. Other students can also provide informal counseling, either as a planned component of the approach or as something that occurs spontaneously.

Work-Related Approaches

Work-related approaches may utilize a number of components which commonly include on-the-job experience or observation, a work-related class, career awareness/exploration activities and/or vocational course work. How these components are combined and/or implemented depends on the age and characteristics of the population to be served, the identified goals of the program/activity, the resources available, school policy, and state and federal regulations. The following list summarizes some of the variations evidenced in work-related approach implementation:

1. A work-related approach may emphasize a single component (e.g., career awareness activities) or it may combine components (e.g., on-the-job experience is often combined with a work-related class).

2. Work-related approaches range from informal activities (e.g., a social studies class touring local businesses and industries) to highly structured programs (e.g., a work-related effort which combines supervised work-experiences and a coordinated work-related class).

3. The primary goal of a work-related effort may be to help students gain a better understanding of careers, develop basic employability skills or learn specific job skills relevant to a chosen occupation.

4. Depending on program design and regulations, credit and/or a wage may or may not be awarded for participation on-the-job. If a wage is earned for on-the-job participation, it may be paid by the employer or perhaps another agency (e.g., CETA). Students working on-the-job may be working in the private and/or public sector (again, depending on the program).

5. A work-related approach may be restricted to a specific group of students (e.g., potential dropouts, students with exceptional educational needs, highly qualified and motivated students) or it may be open to all interested students.

6. Work-related approaches may be integrated into the regular curriculum and/or may be designed as an extra-curricular effort. An approach which offers tours, speakers and/or other career exploration activities on an informal basis would reflect an extra-curricular effort.

Alternative Education

Alternative education efforts are basically variations of services and offerings available to specific groups of students whose needs are not being met in traditional classes. A variety of classes, programs, and schools provide appropriate services and modifications for teaching dropout prone students. Such students with special needs may need to be accommodated regarding such areas as:

reading skills
math skills
communication skills (listening, speaking and writing)
social skills
emotional skills
physical skills
employability skills
job skills
study skills
life skills

It follows that the objectives of alternative offerings can include giving individuals an opportunity to raise academic skills, improve self-image, develop self-confidence and/or improve communication skills to enable the student to better compete for employment.

Parent Involvement Approaches

Involving parents in dropout prevention is one part of the larger picture of involving parents in our schools. Parental involvement can take on many and varied forms. The involvement may be of primary importance (e.g., extensive home visits, parents as tutors) or as a supporting service (parental permission, conferences) to the dropout prevention effort.

Student-Centered Approaches

The need to focus on the individual student when addressing a program for K-12 dropout prevention is consistent with the philosophy that dropout prevention efforts should be student centered. Student-centered implies that:

individual needs be the focal point of efforts

individual differences be respected

individual goals for cognitive and effective growth be a priority

POTPOURRI OF LOW COST DROPOUT PREVENTION ACTIVITIES

Barbara Dougherty
Jan Novak

Vocational Studies Center
University of Wisconsin-Madison

POTPOURRI OF LOW COST DROPOUT PREVENTION ACTIVITIES

- build dropout prevention efforts on previously/currently successful programs and activities
- use dropout prone students as tutors to younger students in interage peer tutoring programs
- encourage individual staff members to take a personal interest in one or two students both in school and outside of school through an advisement or "adopt-a-student" program
- have individual staff members "adopt-a-student" for the entire time the student attends school in that particular building; then, the staff member helps to ease the transition to the next school the student attends by taking them to visit the school, meet with some teachers, and help student identify the next person to "adopt" them
- implement an enrichment tutoring approach which focuses on talented and gifted students
- encourage administrators, dropout prevention staff, etc., to say positive things about individual (dropout prone) students to help school staff understand or see the students in a more positive/acceptable light
- utilize students as tutors to dropout prone students in peer tutoring programs/activities
- promote dropout prone students to volunteer to help community social service providing agencies
- have teachers/counselors help dropout prone students with study skills (e.g., student who never completes homework assignments because he/she forgets to take books home could be helped by putting homework assignments in top of locker throughout the day so that when in a hurry to catch the bus, the homework is in the top and books without assignments are in the bottom of locker)
- use special events to generate interest in the school and education (e.g., parent/child dinners, gym nights, art nights, alumni reunions)

- invite students in dropout prevention program and students who have left school to talk about their jobs, what they do, the type of people they work with, working conditions, potential promotions, salary/wages, employer attitudes toward employees, etc.
- utilize CETA youth programs to provide work and training opportunities
- have dropout prone student in program/activity assume responsibility for plants, etc., in "drop-in center," counseling area, teachers' lounge, conference room, etc.
- have dropout prone student in program assume responsibility for reading newspapers and posting job openings on bulletin board in program room
- have dropout prone student in program (with typing skills) type newsletter, news releases, thank you letters for speakers, etc.
- have program students paint pictures, draw cartoons, make posters, refinish used furniture, etc., for "drop-in center," counseling center, program room, teachers' meeting room, etc.
- utilize volunteers from community to help in classrooms and throughout the school
- develop a system where volunteers call parents of students who are absent
- encourage retired persons to help/volunteer to work with or spend time with potential dropouts
- organize volunteers to help with clerical tasks (e.g., typing, bookkeeping, filing, organizing materials)
- solicit college students to volunteer to work with, tutor, and develop resources/materials for remedial and/or gifted dropout prone students
- disseminate dropout prevention program/activity newsletter for school staff, parents, and community
- prepare news releases for school and local radio and/or TV stations, newspapers, etc.
- ask local businesses and industries to pay for radio or television spots

- ask business/industry public relations people to help develop a dropout prevention campaign, improve school image campaign, etc.
- request and use donations of discarded equipment, supplies, etc., for program activity
- ask business, trade, and industry to make small donations (e.g., "$25 will buy us a couch for the drop-in center")
- invite workers to talk to students about their jobs, need for high school diploma, usefulness of an education, etc.
- encourage employers to talk to their employees, many of whom are parents, about the importance of a high school diploma, how to help their children in school, etc.
- promote community development of work sites for dropout prone youth
- ask business and industry groups/companies to let you talk to their employees, many of whom are parents, about helping their children stay in school, how to talk with or ask questions to teachers, etc.
- have local business and industries write letters that can be shown to potential dropouts that tell why they want to hire people with diplomas
- ask local printer to donate printing services for posters, fliers, newsletters, etc.
- encourage school staff, school board members, advisory committee members, business and industry, etc., to express their support for dropout prevention efforts in writing so that it can be shared with others
- establish a home visit program to improve home-school relations
- involve <u>both</u> mothers and fathers in conferences to discuss student progress, problems, etc.
- have parents participate on advisory committees, task forces, or assessment/evaluation teams
- invite and encourage parents to help at school
- request school staff to call parents when potential dropout has done something "good"--not only when there is a problem
- make on-going or current parenting skills classes accessible/inviting to parents of dropout prone students

- hold conferences/visits/meetings with parents of dropout prone youth
- ask school staff to assist in curriculum development and selection of resources/materials for use with dropout prone students
- use junior high texts for remedial materials in senior high
- make "used" post-secondary texts (vocational education, college) available for gifted and talented dropout prone students
- use newspapers, magazines, paperbacks, etc., for current, less expensive classroom materials (staff might bring in day old papers; local newspaper might donate extra papers)
- have dropout prevention staff work with other school staff members to develop materials, audio-visual resources, etc., that present program/activities to the school, students, of community (e.g., art teacher might design posters, English or journalism teacher could write news releases/newsletter, staff member with photography interest could take/develop pictures of students in dropout prevention program activities)
- have school board members participate in program planning
- have dropout prevention staff meet with school board members to keep them informed, gain their support, etc.
- have staff make presentations to local groups about the dropout problem, what people in the community can do to help the schools, and what the school is doing to meet the needs of its students
- identify "a shaker and a mover" to get the idea and plan for dropout prevention going
- have dropout prevention staff spend time in teachers' lounge (or appropriate location) to increase visibility and communication with other staff
- invite school staff (teaching, clerical, maintenance, etc.) to talk with dropout prone students about their experiences, jobs, careers, etc.
- ask school staff members to report/comment on the attendance, attitude, performance, etc., of students participating in the dropout prevention activities
- identify "leaders" of various staff groups (then, work with them to "win" their support and encourage their support for dropout prevention efforts)

- offer inservice, educational, or awareness activities to school staff to explain dropout prevention program/activity objectives, functions, etc.
- involve school staff in the planning and implementation of dropout prevention efforts
- generate an attitude of "caring for students" and a general atmosphere of "I am/we are interested in you as a student and individual" in the school district (this frequently begins with the school administrators)
- promote dropout prevention staff to meet with members of school staff on an individual basis (in addition to group presentations or discussions)
- involve school staff in evaluation/feedback activities
- use local public library community information and referral service for information concerning government and private services available to help your local dropout prevention effort
- request information, suggestions, etc., from individuals working with dropout prone students in other schools in area/state/nation
- conduct meetings and/or cooperative efforts with church groups
- utilize/develop parent/family support groups within the church network
- encourage dropout prone youth to utilize services available through local Job Service office
- initiate cooperative efforts with post-secondary schools, colleges and universities (e.g., advanced placement, enrollment in courses) to provide services to dropout prone youth
- make services available to dropout prone youth through vocational, technical, and adult education (VTAE) system
- encourage constructive feedback from the community--and school
- borrow student and teacher materials with specific information (e.g., life skills, career education) and aimed at different skill levels through the "Free Loan Library" (service available through the Wisconsin Vocational Studies Center, University of Wisconsin-Madison)

IV. METHODS OF EVALUATION

A variety of measurement and assessment strategies have been useful in evaluating dropout prevention programs. No one methodology is best for all situations. The best method will be the one that most closely fits the purpose of the evaluation and which yields the information needed by decision-makers.

Eight information collection strategies which have been used by dropout prevention programs are anecdotal records, case studies, interviews, observations, questionnaires, rating scales, test results and cumulative files and records. *Anecdotal records* usually are brief narrative notes about interesting or biographical incidents related to the program. The *case study* is an intensive analysis of one individual unit, such as a person, the school or the community, which stresses developmental factors related to the program. *Interviews* are conducted to obtain information from participants about the program. The *observation strategy* requires the evaluator to actually observe or note the program in operation; then, after a record has been obtained, judgements or inferences may be made. *Questionnaires* are sets of questions that are designed to obtain statistically useful information. *Rating scales* are used to show individuals' relative estimates of their perceptions, attitudes, opinions, etc. about specified topics or events. *Test results* that measure academic skill mastery or achievement level also may be examined and compared to determine if progress has been made or changes have taken place. Finally, the various types of data which are available from *cumulative files and records* may be collected (for example, attendance records, grade averages, program costs) and analyzed.

Indicators of Successful Programs

Numerous activities, behaviors and accomplishments may be considered as signs or indices of a successful dropout prevention program. The signs that

indicate a successful program need to be considered in light of the objectives of the program. Some indicators of the degree of success of a dropout prevention program that may be examined include:

dropout rate

attendance/truancy/punctuality

level of implementation

successful completion of tasks

grades in classwork

knowledge/skill mastery

discipline/behavior/vandalism/criminal justice records

attitudes of staff toward program and students

attitudes of students toward: program, teachers, school, selves, future, abilities, self confidence

perceptions by teachers/counselors/parents toward students and program

extra curricular activities (participation and/or attendance)

curriculum change/development

number of 9th grade students who graduate (holding power)

number of dropouts returning to school

number of participants in the dropout program

employer evaluations: re: student's ability to get along with others, cooperation, work habits, dress, quality of work

cost of the program

Most likely, all of the listed indicators will not correspond to the objectives of any single program and additional indicators which have not been listed here may also have to be relied upon.

DROPOUT PREVENTION ACTIVITIES

IN

WEST VIRGINIA

-1983-

Conducted by the

Research Coordinating Unit

SURVEY OF DROPOUT PREVENTION ACTIVITIES

IN WEST VIRGINIA-1983

23 Yes 14 No 1. Do any of your schools have an organized program for preventing dropouts?

If the answer to Number 1 is "yes," please complete the survey.

2. Check major components of the program.

13 Yes	___ No	A.	Remedial activities
5 Yes	___ No	B.	Release time for work experience
13 Yes	___ No	C.	Career exploration
15 Yes	___ No	D.	Career awareness
11 Yes	___ No	E.	Self awareness
11 Yes	___ No	F.	Attitudes and values
9 Yes	___ No	G.	Separate instructional programs (alternative school)
14 Yes	___ No	H.	Intensified counseling and guidance
10 Yes	___ No	I.	Separate instructional program of high interest to potential dropouts
21 Yes	___ No	J.	Potential dropout identification
13 Yes	___ No	K.	Attendance promotion activities
6 Yes	___ No	L.	Others identified Early Placement in Vo-Tech. Center; Working with parents and community agencies; Drug Preventio Dropout prevention; Follow-up letter from Superintendent.

3. Check personnel utilized.

21 Yes	___ No	A.	Counselors
20 Yes	___ No	B.	Teachers
1 Yes	___ No	C.	Teacher Aides
5 Yes	___ No	D.	Coaches
10 Yes	___ No	E.	Others identified Principals, Assistant Superintendent, Dropout Coordinator, Attendance Director, Mental Health Personnel, Home School Visitor

4. How long has this program been in operation?

11	A.	One year
9	B.	Two to four years
3	C.	Five years or more

5. Give name and phone number of a program contact person_____

_____

6. Comments:_____

_____

SURVEY OF DROPOUT PREVENTION ACTIVITIES IN WV BY THE RCU - 1983

	1	2 Cabell	3 Barbour	4 Brooke	5 Grant	6 Gilmer	7 Hancock	8 Hampshire	9 Jackson	10 Jefferson	11 Kanawha	12 Lewis	13 Greenbrier
Remedial Activities		✓		✓	✓		✓				✓	✓	
Release Time Work Experience					✓			✓			✓		
Career Exploration		✓			✓		✓	✓		✓	✓	✓	
Career Awareness		✓		✓	✓		✓	✓	✓	✓	✓	✓	
Self Awareness		✓		✓	✓		✓	✓			✓	✓	
Attitudes & Values		✓		✓				✓			✓	✓	
Separate Instruction Prg. (After. School)			✓	✓			✓				✓	✓	
Intensified Counseling/Guidance		✓		✓	✓			✓	✓	✓	✓	✓	
Separate Instruction Prg. of Interest		✓		✓	✓							✓	
Potential Dropout Identification		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Attendance Promotion Activities				✓		✓	✓		✓		✓	✓	
Others Identified:													
Early Placement													
Working with Parents													
Drug Prevention					✓								
Follow-up													
Home Visitation										✓			
Dropout Reentry													
Personnel Utilized:													
Counselors		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Teachers		✓	✓	✓	✓		✓		✓	✓	✓	✓	
Teacher Aides					✓								
Coaches							✓						
Others:													
Superintendent													
Asst. Superintendent													
Principal				✓									
Asst. Principal						✓							
Attendance Director				✓								✓	✓
School Nurse											✓		
Social Worker											✓		
How long program has been in operation:													
One Year or Less		✓	✓							✓			✓
Two to Four Years				✓	✓	✓	✓	✓			✓	✓	
Five Years or More									✓				
Contact Person		DEWEY PARR	BILL JONES	DAVID LEAVITT BERNICE GIST	DAVID ADKINS	ROSEMARY Williams JUDY SMITH	ROBERT BURNS	DONALD SWIGER	BERNITA EPLING NANCY BUBENZER	GERRY SOKOL JUD ROMINE	FAY ESKEW	SUSAN LATTIMER	CAROLYN DORSEY

SURVEY OF DROPOUT PREVENTION ACTIVITIES IN WV BY THE RCU - 1983

	1	2 MARION	3 MINERAL	4 MINGO	5 MORGAN	6 OHIO	7 PENDLETON	8 POCAHONTAS	9 RALEIGH	10 ROANE	11 TYLER	12 WEBSTER	13 WOOD
Remedial Activities		✓			✓	✓		✓	✓			✓	✓
Release Time Work Experience			✓						✓				✓
Career Exploration			✓		✓	✓	✓	✓	✓				✓
Career Awareness			✓		✓	✓	✓	✓	✓				✓
Self Awareness			✓					✓	✓	✓	✓	✓	
Attitudes & Values						✓	✓	✓	✓	✓	✓	✓	
Separate Instruction Prg. (After. School)			✓					✓	✓				
Intensified Counseling/Guidance			✓	✓		✓	✓			✓	✓		✓
Separate Instruction Prg. of Interest			✓		✓			✓	✓			✓	
Potential Dropout Identification		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Attendance Promotion Activities		✓		✓			✓		✓	✓			✓
Others Identified:													
Early Placement							✓						
Working with Parents		✓											
Drug Prevention													
Follow-up													
Home Visitation		✓				✓				✓			
Dropout Reentry													
Personnel Utilized:													
Counselors		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Teachers		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Teacher Aides													
Coaches								✓					✓
Others:													
Superintendent							✓						
Asst. Superintendent							✓						
Principal											✓	✓	✓
Asst. Principal													
Attendance Director		✓		✓					✓	✓	✓		
School Nurse													
Social Worker													
How long program has been in operation:													
One Year or Less		✓	?	✓	✓		✓					✓	
Two to Four Years						✓				✓	✓		
Five Years or More								✓	✓				✓
Contact Person		GARY HAWKINS O.L. PRICE	JAMES KAUFFMAN	MITCHELL CHAPMAN	WM. GRIZZELL	LEO BOISSEY RONALD DILORENZO	V.D. Puffenbarger	THOMAS SANDERS	LEWARD CLAY	DON SOUTHALL	JOHN F. McGINNIS	GENELD HURST	JACK L. SIMAN

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